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AUTHOR	Canzler, Lillian
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ABSTRACT

The initial and continuing competencies needed by a district-level administrator in educational media or learning resources are outlined. An introductory discussion covers internship program procedures, supervision and evaluation, record keeping and reports, and competencies and skills. Competencies are then defined, the use of the format is explained, and the program philosophy, evaluation, and attitudes are briefly mentioned. For the listings of initial and continuing competencies, a checklist format is used with pages organized according to competency category, level, performance criteria, competencies (knowledge, skills, and attitudes), and assessed behaviors leading to competencies. A column for courses and field experiences provides space to indicate attainment of the competencies. Specific initial-level competencies are suggested for socio-cultural-economic differences and human relationships, communication and consultation, exceptionality, school law, professionalism, knowledge of the K-12 educational setting, knowledge of field of specialization, personnel management, financial management, and staff development. Finally, a listing is provided of continuing level competencies related to staff development and supervision, professional development and scholarship, research and evaluation, referral agencies, resource personnel, and knowledge of an alternate grade level. An eight-page bibliography is included. (LMM)

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A PROGRAM FOR THE PREPARATION AND CERTIFICATION OF SCHOOL ADMINISTRATORS

PROGRAM E - LEARNING RESOURCE SPECIALIST

Central Washington University

In Compliance With

GUIDELINES AND STANDARDS FOR THE DEVELOPMENT AND APPROVAL OF PROGRAMS OF PREPARATION LEADING TO CERTIFICATION SCHOOL PROFESSIONAL PERSONNEL

MAY 1982

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Address all correspondence
regarding the administrator preparation program to:

Coordinator
Administrator Preparation Program
Department of Education
Central Washington University
Ellensburg, WA 98926

or call

(509) 963-3426
(509) 963-1461

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I. THE INTERNSHIP

A. Definitions

The title, "Program Administrator in Learning Resources," has been selected to describe people working at the district level in public schools in the State of of Washington. The title, "Library/Media Coordinator," has been selected to name people working at the building level. The Program Administrator in Learning Resources is one who assumes administrative responsibility and supervision of all district building-level programs where Library/Media Coordinators work full or part time.

The term, "Learning Resources Program," shall refer to the total district operation. "Library/Media Center," shall refer to building level operations. The Learning Resources Program encompasses activities in a district office and all library/media centers.

The term, "Educational Media," is used to refer to programs that prepare both building-level and district-level people in instructional theory: Production processing and management of all instructional media. The term, "media," refers to all instructional materials, print and non-print.

B. Purpose

The internship is to be the culminating field-based experience of the preparation period prior to certification. The internship should facilitate careful observation of the developing program administrator's behavior, as well as help him/her develop skill in diagnosing problems and in considering strategies for resolution. Through participation in seminars, clinics and work conferences, the developing program administrator should have the opportunity to see the images created and the consequences that result from administrative interventions in a broad range of educational situations. Internship options would include, in addition to experience in an educational setting, assignments in government and in one or more social agencies. Thus, the internship requires a rather extensive time allocation for both the intern and the field and University supervisor.

It is through the internship that the prospective program administrator learns best how to put theory into practice. A student combines and extends past experiences into areas in which he/she must be competent as he/she moves into a further administrative position. The prospective program administrator should also profit from the district, immediate, on-the-job supervision by experiences staff members now employing those administrative skills. As part of a total graduate program commencing with the University coursework, the internship provides a significant

laboratory setting in which classroom lessons can be explored, integrated and demonstrated.

C. Steps to be Taken for the Internship

1. Complete prerequisite Central Washington University core courses in Administration, and in Educational Media.
2. Contact the local superintendent of schools or his/her designee to request cooperation from the school district in which the internship is to be accomplished. Consideration must be given to a plan which would allow the intern sufficient released time to accomplish the various parts of the program. Pre-internship experience, as provided by some school districts, is encouraged. When the assurances have been given, ask the superintendent to complete and sign Form B, Application for Internship in Educational Administration and forward the completed form to the Coordinator, Program Administrator Preparation Program, Central Washington University.
3. Provide additional information for the Selection Committee's consideration including: District recommendations; University Supervisor's recommendations; and related supportive data.

4. Contact the Coordinator, Program Administrator Preparation Program, Department of Education, Central Washington University for additional information and assistance.
5. When approval is received, register for credit in EDMD 682, Internship in Learning Resources. Since the internship is for a full school year, the student should register for 4 credits, pre-autumn, 4 credits in the fall, 4 credits in the winter quarter, and 4 credits in the spring. Qualified persons may, with permission, register for this internship at the beginning of any quarter and continue through a full academic year. This internship will not substitute for the internship requirement for the Principalship, for Special Education, nor for Curriculum and Supervision.

D. Internship Procedure and Activities

The internship will normally require participation in a variety of activities focused on developing competencies in such areas as: (1) program development and management, (2) communication, (3) staff development, (4) community relations, (5) budget and facilities, and (6) research and evaluation. In some cases, the internship activities will be limited to observing, assisting and making suggestions in the areas of a program administrator's responsibility.

The Program Unit highly recommends that the participating district release the candidate for at least 30 percent of the intern's contracted time, i.e., two hours per school day. The candidate is expected to report for the pre-autumn internship no less than ten working days prior to Labor Day.

E. Supervision and Evaluation

The intern's school district supervisor will be primarily responsible for supervision, assisted by a University supervisor and by other members of the Program Unit if deemed necessary. The district supervisor will be selected by the district. Program Unit representatives will meet with selected supervisors and review program requirements. Supervisors are also provided with a list of suggested intern activities.

F. Record Keeping and Reports

Successful completion of the internship will be determined through the collaborative efforts of Program Unit personnel and the Evaluation Committee. Evidence will include the following: (1) the intern's log of experiences, to be kept by the intern; (2) the intern's attendance of group seminars and/or conferences with the University supervisor; (3) the intern's monthly reports, to be kept by the University supervisor and the intern; (4) the intern's final analysis of his/her

activities and his/her reflections on new perspectives of administrative roles; (5) the district supervisor's report of the intern's activities and evaluation of the intern's performance; (6) the University and field supervisors' reports of the intern's activities and evaluations of the intern's performance; and (7) copies of any written materials developed, speeches recorded, presentations video-taped, etc., by the intern.

The intern's log is to be a chronological daily accounting of time spent and activities included in the internship. The log shall include highlights of the activities and questions the intern may have concerning the activities. The intern's log should also include a record of attendance at meetings and seminars in such a manner as to be easily retrievable for a separate report.

The intern's bi-monthly reports should reflect his/her ability to communicate in a professional and scholarly manner. There is no definite requirement, or pattern, as to length or format. The report must be long enough to communicate the activities of the intern written in an appropriate administrative form. Following are some suggested areas the intern may consider for development in the report:

1. New experiences.
2. Significant repeat experiences. Include both very successful experiences and those that failed. In the case of those that failed, analyze the situation and explore alternative solutions to the problem.

3. Major projects in which he/she is now involved.
4. Classroom visitations and observations (especially in those areas of least acquaintance.)
5. Visitations to other schools and educational agencies.
6. Attendance at meetings and professional administrative organizations.
7. Attendance at local meetings, including Advisory Council meetings, Board of Director's meetings, PTA Council meetings.
8. Books and journal articles read dealing with internship and related topics.
9. A brief statement concerning frequency of meetings with the district supervisor to plan, coordinate, evaluate, and review internship activities.
10. Other comments.

The intern's final analysis of activities and new perspectives of program administrative roles should be a professional communication highlighting the year's activities, significant learnings and behavior changes as a result of those learnings, and plans for the future based on the internship and other experiences. This is to be submitted along with the identified competencies, tasks, and evaluation which are to be removed from this document for permanent filing.

The University and district supervisors' reports of the intern's activities and their evaluations of the intern's performance should include, but not be limited to, the following:

1. The relationship of intern's activities to specific generic standards.
2. The intern's progress in completing the internship plan.
3. The intern's performance in completing the internship plan with a report of competencies.
4. The intern's progress and performance in areas other than those included in the internship plan.
5. Information submitted by various Program Unit members.
6. The internship plan with an accounting of progress and performance at the end of the internship.
7. A final report containing recommendations and alternatives for the Program Unit Board.

These reports shall be sent to the University, the field supervisor, and the intern's superintendent.

G. Competencies and Skills to be Developed

The competencies and skills identified in this program were developed and refined by the Program Development Committee and faculty members. The competencies listed in the section, "Performance of Competencies" have been developed from the minimum generic standards. On-the-job activities have been identified in which the intern can demonstrate competency. Some of these activities, in fact, are suggested under several competencies, and rightfully so. They represent the best efforts of those involved to identify representative and significant tasks, the

completion of which would demonstrate proficiency in the particular competency or skill to which it is related. The activities will undergo continuous assessment and modification.

Formulation of evaluative criteria and standards or norms of performance is still in the development stage and will be included in later publications. It is hoped that, as the theory of administration evolves and becomes more concrete, norms of performance will be identified and will gain support of practicing administrators and training institutions. Until more scientific methods are available, the Program Unit will rely on the sound judgement of the Program Unit Board in assessing and adjudicating possession of the designated competencies.

Candidates must demonstrate competence in the Performance Criteria set forth in the pages which follow. Additional activities, pertinent to the local district, may be suggested by supervisors. Insofar as possible, suggested activities are to be completed and competency demonstrated as assessed by the supervisors. After the evaluations are completed, they will be filed with the Program Coordinator who will present them to the Program Unit Board for final evaluation. These records then become a part of each candidate's permanent file.

II. PERFORMANCE OF COMPETENCIES

A. Competencies Defined

Competency is basically defined as a combination of three kinds of things: (1) knowing the whats, the hows, and the whys; (2) doing the right things on the job; and (3) feeling good about the work. All three things are evident in the performance of a good program administrator in learning resources. Competencies are ultimately defined in terms of demonstrable behavior as the person works. Total performance shown is analyzed systematically in terms of "roles," "tasks," and "indicators" that are expected to be played or carried out on the job. The competencies for the program administrator are organized according to the following competency categories: Socio-Economic/Cultural Differences and Human Relationships; Communication and Consultation; Exceptionality; School Law; Professionalism; Knowledge of K-12 Setting; Knowledge of Field or Specialization; Personnel Management; Financial Management; Community Relations; Program Development and Management; and Staff Development.

B. Philosophy

Each Program Administrator in Learning Resources must be competent in common with other program administrators at a minimum standard of proficiency for comparable job assignments. Beyond such core competencies each administrator is

encouraged to develop an individual style on the job. Experiences for developing competencies are arranged to provide opportunities to achieve both common and individual goals. Learning experiences provided in the program both "field" and "campus" sited, are oriented to theory and practice. The program is designed to avoid making a major issue about what is academic and what is professional.

C. Using the Format Provided

Each of the following pages is organized according to the following format:

Table I - Format

COMPETENCY CATEGORY	(1)	PROFESSIONALISM
LEVEL	(2)	Initial
PERFORMANCE CRITERIA:	(3)	The candidate has knowledge about relevant professional organizations and practices in a manner consistent with the profession's code of ethics.

COMPETENCIES (Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) make contributions in educational and media organizations.	(1) a. attends WLMA meetings, regional and State	EDMD 682- Internship

Table II - Explanation of Table I-Format

No. in Table	Section Name	Explanation
(1)	Competency Category	The performance statements are organized into areas of responsibility with which the program administrator's learning resources are concerned. These are directly derived from the generic standards in the 1978 Standards for Preparation and Certification.
(2)	Level	Level refers to either initial or continuing. All initial competencies are grouped together by category, and all continuing are grouped together.
(3)	Performance Criteria	Performance criteria statements within each category describe competencies which a practicing program administrator should possess.
(4)	Competencies-Knowledge, Skills Attitudes	A candidate should attempt to demonstrate all competencies as indicated for each of the competency categories. These are statements of what the candidate should know, skills that should be present, and attitudes that are important.
(5)	Assessed Behaviors Learning to Competence	The candidate should plan, through discussion with the University and/or district supervisor, activities which meet the behaviors listed. A candidate may have previously demonstrated competencies which may be noted. When assessed behaviors are deemed satisfactory they should be dated and initialed by the supervisor. Supervisors should avoid signing for knowledge or skill covered in course work at the knowledge or theory level. Signatures should indicate that behaviors have been observed. Simulated conditions in courses could result in observable behaviors.

No. in Table	Section Name	Explanation
(6)	- Field or Courses	If behavior occurs during a course on campus, the number of the course and signature of instructor should appear. If the behavior was observed during the internship then the number of the internship and the word "internship" should appear with the initial.

D. Evaluation

Evaluation of competence is a shared reponsibility of the intern in learning resources, of colleagues, and of members of the Program Unit Board. When the booklet has been completed, it is sent to the Program Unit Board which will determine from the material presented whether it may be verified that the candidate has completed requirements for certification as a Program Administrator. When the student is found to be qualified, verification will be forwarded to the certification officer. Should the Program Unit Board find the student not ready, for whatever reason, the student has a right to appeal (see Appeal Procedure, Section A).

E. Attitude

Professional competency is also determined on the basis of a candidate's attitude, "feeling good about the work." In addition to the suggested competencies stated as knowledges or skills for which the candidate is responsible, consideration of attitude is always uppermost in the minds of the members of the Program Unit Board. How one reacts while being critiqued, how one interacts with one's colleagues at all levels of expertise, and how one applies his/her knowledge and skills is considered so significant that it becomes a crucial determining factor

in the professional evaluation of a candidate's work. Thus, while each generic standard is stated in terms of appropriate performances to demonstrate skills and knowledge, the attitude which permeates one's performance to demonstrate skills and knowledge, the attitude which permeates one's performance constitutes a consideration underlying all standards. The Program Unit recognizes this qualitative factor as an important aspect of the entire program and as an interrelated factor inseparable from the use of knowledge and skill.

Candidates must demonstrate competence as set forth on the pages that follow.

INITIAL LEVEL COMPETENCIES

COMPETENCY CATEGORY: Socio-cultural-economic differences and human relationships

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has knowledge of and appreciation for the history, contributions and traditions of various ethnic, sex, age, socio-economic, cultural, minority, groups; recognizes dehumanizing biases; creates educational environments which contribute to the self-esteem of all persons and to positive human relationships; and facilitates understanding and beliefs, values and life styles of individuals from diverse groups and cultures.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The Candidate can...	The Candidate...	
(1) select cultural events which will be valuable and appropriate for teachers and students.	(1) a. communicates regularly with city library, special libraries, and cultural centers in order to obtain information. b. produces newsletters or bulletins sharing news of cultural events. c. names resources (newspapers, lists) from which to select cultural events.	
(2) use selection tools in assessing the print and non-print collection in terms of racial, sex, ethnic, age, or socio-economic biases.	(2) serves on selection committee for all print and non-print materials.	

COMPETENCY CATEGORY: Socio-cultural-economic differences and human relationships

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has knowledge of and appreciation for the history, contributions and traditions of various ethnic, sex, age, socio-economic, cultural, minority groups; recognizes dehumanizing biases; creates educational environments which contribute to the self-esteem of all persons and to positive human relationships; and facilitates understanding and beliefs, values and life styles of individuals from diverse groups and cultures.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(3) assist in developing in-service on materials for extending cultural or ethnic awareness or programs on avoiding sex, age, economic biases.	(3) lists personnel at the Office of the Superintendent of Public Instruction; school district and/or cultural centers who have special abilities in presenting workshops in areas of cultural or ethnic awareness.	

COMPETENCY CATEGORY: Communication and consultation

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill necessary to develop and present organized oral, written, and visual materials which convey ideas and feelings to pupils, parents, colleagues, school directors and others as appropriate.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) promote interaction among a variety of individuals demonstrating qualities of intelligence, energy, warmth and humor.	(1) a. utilizes the problem-solving approach to problems. b. demonstrates concern about the process as well as the product.	
(2) communicate effectively and appropriately through writing, speaking, and use of visual aids.	(2) a. responds to public inquiries and complaints. b. develops a procedural manual for all personnel assisting in the learning resources program. c. designs graphics and presents the program to administration and school board.	

COMPETENCY CATEGORY: Communication and consultation

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill necessary to develop and present organized oral, written, and visual materials which convey ideas and feelings to pupils, parents, colleagues, school directors and others as appropriate.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(3) define the relationship between the learning resources program and other services within the State.	(3) a. plans cooperative with the public librarians for joint media activities. b. maintains liason with learning resource networks outside of the district. c. maintains communication with institutions of higher learning.	
(4) promotes the learning resources program on a regular basis.	(4) a. prepares and distributes appropriate materials to explain the services and policies of the learning resources program. b. designs graphics and presents program to administrators, supervisors, and school boards. c. assists with in-service training of teachers and library/media coordinators.	

COMPETENCY CATEGORY: Exceptionality

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge about the needs and charateristics of exceptional students, including handicapped and gifted.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) list centers. documents, and other resources at the local, state and national level.	(1) demonstrates the ability to order bibliographies and select materials from the following: National Center on Education Media Materials for Handicapped (NCEMMH) National Information Center for Special Education (NICSEM) Council for Exceptional Children (CEC) National State Leadership Training Institute on Gifted and Talented (N/S-LTI-G/T)	
(2) communicate with teachers and specialists in exceptionality about specific disorders.	(2) lists characteristics and needs of children in the following groups: visually impaired; hearing impaired; speech and language impaired; mentally retarded; behaviorally disordered; learning disabled; physically disabled; other health impaired; multi-handicapped; creative and gifted.	

COMPETENCY CATEGORY: Exceptionality

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge about the needs and characteristics of exceptional students, including handicapped and gifted.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(3) list the requirements of PL 94-142 and HB 90.	(3) demonstrates an awareness of requirements through discussions with teachers and library/media coordinators or special resources specialists.	
(4) evaluate and improve guidelines for screening the representation of exceptional persons in educational materials.	(4) demonstrates use of selection policies and procedures in reviewing all materials before purchase or discarding.	
(5) facilitate in-service programs in the area of selection and modification of materials for exceptional people.	(5) demonstrates by listing persons in the State who can provide in-service and modification of materials for special persons.	
(6) encourage library/media coordinators to particpate with ideas and skills in sequencing of programs for the handicapped and/or gifted.	(6) works on planning committee with teachers of gifted and handicapped.	
(7) demonstrate an attittude of seeing self and library/media coordinators as important member of instructional teams.	(7) reminds and encourages library/media coordinators to provide ideas as well as materials and to receive ideas as a working member of the instructional team.	

COMPETENCY CATEGORY: School Law

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge about those federal, state, and local laws, regulations, and policies which directly affect his or her role(s) and rights and responsibilities in the K-12 educational setting.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) list and/or discuss the federal laws pertaining to the 1st Amendment of the Constitution of the United States, to education, and to copying practices.	(1) a. applies copyright laws to the copying activities in all centers. b. answers questions in regard to copyright laws. c. provides sample request forms for copyright clearance.	
(2) review policies and procedures in compliance with WAC's and RCW's and demonstates ability to differentiate between.	(2) a. is conscientious about listing and discussing current RCW's and WAC's. b. particpates in discussions of what laws mean in terms of changing or creating policies. c. checks district compliance with RCW 28A.58.103 and WAC 180.46.	
(3) maintain resources on information regarding enacted or proposed legislation.	(3) maintains files on bills in the legislature, numbers of "hot lines" and names of legislators.	

COMPETENCY CATEGORY: Professionalism

LEVEL: Intitial

PERFORMANCE CRITERIA: The candidate has knowledge about relevant professional organizations and practices in a manner consistent with the profession's code of ethics.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) discuss the merits of a variety of professional organizations and select those that best meet his/her needs in maintaining professional contacts.	(1) demonstrates through discussions with supervisors and teachers.	
(2) speak to the needs, ideas, and goals of the profession.	(2) a. attends professional meetings. b. participates in education and media organizations. c. reads and discusses ideas in journals.	
(3) adhere to professional codes in action with others.	(3) a. demonstrates through support of people and ideas dealing justly with faculty and staff. b. withholds confidential information. c. avoids exploiting professional relationships.	

COMPETENCY CATEGORY: Professionalism

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has knowledge about relevant professional organizations and practices in a manner consistent with progession's code of ethics.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate...	The candidate... (3) d. acknowledges the right and responsibility of the public to participate in the formulation of educational policy. e. uses educational facilities and equipment and privileges for intended purposes. f. refrains from assigning professional duties to non-professional personnel when such assignments are not in the best interest of learners. g. adheres to conditions of contract. h. engages in no outside employment that will impair the effectiveness of his/her professional services.	

COMPETENCY CATEGORY: Knowledge of K-12 educational setting.

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the general knowledge about the nature and foundation of the educational program and system, grades K-12.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) assist in designing curriculum through work with curriculum specialists, principals, or committees.	(1) a. reminds curriculum specialists of services available and materials of special interest. b. serves on curriculum committees where appropriate.	
(2) communicate the role and potential of the learning resources program in achieving educational goals or student learning objectives (SLO's)	(2) a. coordinates equipment and other resources to support methods of instruction and curriculum design. b. encourages and assists library/media coordinators in developing a rotating plan for studying all curriculum areas and their needs.	
(3) identify SLO's and areas of curriculum where library/media coordinators and classroom teachers should work together.	(3) demonstrates by working across grade, curriculum, and buiding lines.	

KNOWLEDGE OF FIELD OR SPECIALIZATION

Note: This competency category is divided into sub-categories due to its size and scope. The categories, in order listed, are:

PROFESSIONAL TOOLS COLLECTION

SELECTION

ACQUISITION

CATALOGING, CLASSIFYING, INDEXING

STORAGE AND RETRIEVAL

MAINTENANCE AND REPAIRS

PRODUCTION

INTEREST AND USE

PLANNING FOR NEW FACILITIES

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Professional Tools Collection

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) determine which tools should be ordered to assist in selection, cataloging, and classification of of materials at district and building levels.	(1) demonstrates knowledge of bibliographic tools in the following areas for the purpose of selection, cataloging and classification: Books Films, and other non-print materials including ETV & computer programs U.S. Government Documents Microforms Pamphlets and Free Materials Periodicals AV equipment Reviews Basic Collections Reference Collections Special Needs such as women, handicapped, ethnic, etc. General Classification & Cataloging Aids	
(2) develop or follow a system for providing review notes in all areas.	(2) demonstrates ability to add to review file on print, non-print, and equipment including writing of specifications.	60

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The canidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Selection

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) establish and administer procedures for preview, evaluation and selection of media and equipment.	(1) a. implements established policies b. enlists cooperation of staff in the evaluation and selection of media and equipment. c. plans and conducts in-service workshops for use of media and equipment. d. explains procedures to follow in requesting media and equipment e. explains the selection policies and procedures to be followed. f. arranges and conducts preview sessions for the evaluation of media and equipment. g. provides appropriate forms for use in making evaluations	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Selection

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (1) h. uses appropriate reviewing sources in selecting materials to be reviewed. i. establishes yearly priorities and rotational plans for acquisition.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Acquisition

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) follow or develop and follow procedures for acquiring media and equipment for the learning resources program.	(1) a. implements policies and procedures for acquiring media and equipment. b. makes decisions on sources for purchases of media and equipment. c. is knowledgeable about regulations on bidding. d. directs ordering procedures in purchases. e. generates a purchase order form to comply with officially adopted order policies. f. completes budget and billing information on order forms to comply with established procedures. g. examines and signs purchase orders to transmit to purchasing department.	66

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Selection

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (1) h. uses appropriate reviewing sources in selecting materials to be reviewed. i. establishes yearly priorities and rotational plans for acquisition.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Acquisition

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) follow or develop and follow procedures for acquiring media and equipment for the learning resources program.	(1) a. implements policies and procedures for acquiring media and equipment. b. makes decisions on sources for purchases of media and equipment. c. is knowledgeable about regulations on bidding. d. directs ordering procedures in purchases. e. generates a purchase order form to comply with officially adopted order policies. f. completes budget and billing information on order forms to comply with established procedures. g. examines and signs purchase orders to transmit to purchasing department.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Acquisition

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (1) h. maintains order file on all active purchase orders. i. supervises receiving procedures. j. inspects incoming media and equipment to ascertain quality and correctness of shipment. k. verifies invoices to be transmitted for payment by the accounting office. l. maintains files on all completed purchase orders. m. places acquired media and equipment in proper location for organization, labeling, inventorying.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Acquisition

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(2) discard media and equipment when necessary without violating State laws.	(2) a. evaluates periodically the existing media collection to determine its relevancy to teacher and student needs. b. reviews recommendations to withdraw and discard media and equipment. c. determines disposition of withdrawn media and equipment according to State law and established district policies and procedures.	
(3) make or carry out decisions related to acquisition and retention of media.	(3) a. makes decisions to rent media and equipment. b. makes decisions on which professionally accepted standards on format and compatibility with existing equipment will be followed. c. establishes guidelines for sending print materials to bindery.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Acquisition

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (3) d. determines when equipment should be repaired and when replaced. e. evaluates jobber policies and services and recommends retention or replacement.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Storage and Retrieval Systems

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) plan, design and implement storage and retrieval system for media and equipment.	(1) a. analyzes existing storage and retrieval systems to justify the status quo or need for change. b. compares storage and retrieval systems to decide on appropriate systems. c. describes costs and benefits of alternative retrieval systems. d. helps plan the design for an information storage and retrieval system e. recommends ways by which presently available hardware at school, district, or state level can be used in a storage and retrieval system network. f. plans and implements information networks to interface with external systems.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Storage and Retrieval Systems

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (1) g. applies new media technology to improve information on storage and retrieval. h. designates the specific media to be placed in the storage and retrieval system. i. publicizes rules and regulations for the storage and retrieval of media and equipment. j. maintains files/inventories to identify location of media and equipment. k. reserves media and equipment when requested. l. recalls media and equipment when warranted.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Storage and Retrieval Systems

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
	(1) m. maintains files of missing media and equipment.	
	n. makes decisions on purchase of electronic security and storage and retrieval systems.	
(2) address procedures for renting films video to or from other organizations.	(2) evaluates existing procedures for renting films or equipment from outside resources.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Maintenance and repairs

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) provide for the maintenance and repair of equipment to ensure optimum use.	(1) a. establishes policies and criteria for maintenance of media and equipment. b. develops with appropriate personnel, guidelines for maintenance of media and equipment. c. develops and supports a center for maintenance and repair or arranges for outside services. d. implements maintenance and service schedules for media and equipment. e. evaluates maintenance and repair functions to incorporate new techniques and make recommendations for future modifications.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Production (includes: copying/duplicating; dry mounting; transparency makers; typed or graphics; still and motion photos; audio and video productions; computer programs.)

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) insure that staff, materials, and equipment are available to allow for production of materials to meet pre-specified instructional objectives.	(1) a. assesses collection to determine possible duplication. b. assigns production staff to hours and responsibilities. c. develops and implements procedures to identify and assess unit cost of production services. d. evaluates total production services to incorporate new techniques and make recommendations for future modification.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Production (includes: copying/duplicating; dry mounting; transparency making; typed or graphics; still and motion photos; audio and video; computer programs.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(2) define and implement ways to acquaint faculty and students with the varieties of production services available for specific needs.	(2) a. plans in-service programs and instructional units to teach production competencies. b. develops promotional materials which incorporate production services as an integral part of the learning resources program. c. participates in faculty meetings, curriculum sessions, and with student groups to identify services which will support user needs. d. plans and develops procedures for follow-up sessions to assess outcomes of production services for program modification.	
(3) conscientiously consider new production processes as they are available.	(3) models an open attitude toward new ideas and technology.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Stimulating interest and use

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) model an attitude of seeing learning resources program as service oriented with a "glad to serve you" base.	(1) a. puts people before paper work and makes self and materials available. b. selects personnel who model the same attitude.	
(2) develop methods and techniques for stimulating interest in the use of media and services of the learning resources program.	(2) a. maintains contact with faculty to determine special promotional needs for stimulating use of media. b. informs faculty of forthcoming promotional activities. c. plan promotional activities appropriate for National Library Week, American Education Week, Children's Book Week, and Young Reader's Choice, as well as others.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Stimulating Interest and Use

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(3) conduct workshops and seminars for faculty in the operation, utilization, and potential of media and equipment.	(3) a. plans workshops in use of media and equipment. b. arranges for consultants for workshops. c. clarifies assignments of consultants. d. arranges media and equipment for workshop demonstrations. e. supervises and provides technical assistance. f. plans follow-up sessions with faculty on use of equipment.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Stimulating Interest and Use

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(4) demonstrate an interest in and knowledge of learning theories.	(4) a. articulates finding in learning theory when appropriate in modifying learning approaches, assesses the levels of difficulty of learning materials. b. modifies packaging of learning materials to better meet learners' needs.	
(5) find materials for assessing learning styles.	(5) uses a variety of inventories to assess learning styles and learning needs.	
(6) Monitor building programs to insure that appropriate learning skills are being taught.	(6) helps building-level personnel to: a. teach skills in the use of all learning resources. b. help students in the development of independent learning skills. c. help students in the development of skills in decision making. d. help students develop literary appreciation. e. develop activities for creative teaching of media-use skills.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Planning for new facilities

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) participate in the planning of a new or remodeled facility which will support the objectives of the learning resources program and the total instructional program.	(1) a. demonstrates the ability to plan with a group to develop the needs which support the instructional program. b. participates in the development of the entire school plant to ensure specification are compatible with media use. c. interprets the functions of the library/media programs to the architect. d. assures access and use of centers through analyzing space and location needs. e. plans for flexibility and future expansion.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Planning for new facilities

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
	(1) f. reviews plans and blueprints to assure that all facility recommendations are included.	
	g. inspects construction periodically and communicates with architect to assure specifications are followed.	
	h. insures that adequate outlets including 220v outlets are planned for production, wet carrels, etc.	
	i. checks lighting problems, artificial and natural.	
	j. regulates energy use through building plans and specification.	
	k. provides for protection from theft.	
	l. provides for adequate work and storage areas.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Planning for new facilities

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
	(1) m. provides for special storage of items like realia, maps, art. n. plans for easy delivery and pick-up. o. checks for special needs of patrons such as handicapped. p. provides for adequate lounge space and for conference rooms. q. includes rest rooms and drinking fountains in planning check.	
(2) participate in planning for use of space of library/ media centers.	(2) a. serves as liason between administrators, faculty, and architects to help interpret space use.	

COMPETENCY CATEGORY: Knowledge of field or specialization

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate shall have depth of knowledge and skill in the subject matter field, instructional area, or specialization. The candidate knows curriculum and specialized materials, equipment and facilities, theory and techniques, and principles and methods relevant to the specialization.

SUB CATEGORY: Planning for new facilities

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (2) b. arranges and allocates space to permit optimum use and accessibility. c. checks for flow of traffic on plans to facilitate communication and relieve potential problems. d. determines specifications for the purchase of furnishings. e. selects interior furnishings to meet predetermined specifications. f. initiates procedures for bids and purchase orders for interior furnishings. g. identifies and recommends maintenance records and needs to assure continual upkeep and repair.	

COMPETENCY CATEGORY: Personnel management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill necessary to employ, assign, supervise, train, and evaluate personnel within the program.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) design and implement functional organizational patterns for staffing the learning resources center.	(1) a. conducts job analysis studies to determine required staff competencies. b. develops and adapts job definitions to support the functions of the appropriate centers. c. develops staffing patterns with reference to inter-related job functions. d. implements staffing patterns to support the functions of the media centers. e. specifies the qualifications and responsibilities required for each personnel position. f. recommends position classifications to support specific job descriptions. g. assigns substitutes to fill vacant positions due to short or long-term absences.	

COMPETENCY CATEGORY: Personnel management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill necessary to employ, assign, supervise, train, and evaluate personnel within the program.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate...	The candidate...	
	(1) h. communicates with personnel to notify them of changes within the program. i. schedules and approves vacations, leaves, and travel requests for all personnel. j. mediates problems of personnel to resolve differences.	
(2) can participate in and make recommendations for the selection and evaluation of media center personnel.	(2) a. recommends and establishes criteria to be applied in the personnel selection process. b. writes recruitments information to be used for advertising job openings. c. confers with personnel officers to explain personnel needs. d. responds to applicants for media center openings.	

COMPETENCY CATEGORY: Personnel management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill necessary to employ, assign, supervise, train, and evaluate personnel within the program.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
	(2) e. evaluates vitae of job applicants to assess qualifications. f. investigates references submitted by job applicants. g. interviews applicants to assess personal, educational and experiential characteristics. h. selects and recommends personnel to be hired for the media center. i. assigns personnel within the staff organizational pattern. j. explains job responsibilities of position to assure an understanding of duties and authority. k. supervises work of media center personnel to assess the effective use of abilities. l. diagnoses staff strengths and weakness and assesses job competency.	

COMPETENCY CATEGORY: Personnel management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill necessary to employ, assign, supervise, train, and evaluate personnel within the program.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
	(2) m. completes written, periodic evaluations of personnel to discuss job performance. n. maintains personnel files for all personnel to provide written records of performance and personal interviews. o. reviews requests of personnel for transfer. p. recommends termination and/or transfer of personnel. q. conducts exit interviews with terminated personnel.	
(3) develop and maintain information and communication patterns for media center personnel conducive to effective personnel relations.	(3) a. determines and implements personnel policies and procedures applicable to the centers. b. coordinates center personnel policies with school and district policies.	

COMPETENCY CATEGORY: Personnel management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill necessary to employ, assign, supervise, train, and evaluate personnel within the program.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (3) c. conducts orientation sessions for new personnel to inform them of policies and procedures. d. provides written policies and procedures manual for all personnel. e. answers inquiries from staff to clarify personnel policies and procedures. f. provides channels to elicit a free idea interchange between self and personnel. g. establishes a working environment to foster and maintain morale and harmony. h. confers with personnel individually and collectively, to improve interpersonal and interdepartmental relations. i. provides the opportunity for personnel to exercise creativity in their assigned positions.	

COMPETENCY CATEGORY: Personnel management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill necessary to employ, assign, supervise, train, and evaluate personnel within the program.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
	(3) j. provides guidance and support to individual and collective efforts. k. elicits contributions from personnel to develop and improve channels of communication.	
(4) provide informal and formal media staff development opportunities to increase staff contributions to the learning resources program.	(4) a. identifies goals and priorities for in-service programs for all personnel. b. plans and schedules in-service programs to inform and instruct all personnel on new procedures, resources, and equipment. c. conducts in-service programs for all personnel on methods of improving services. d. evaluates in-service programs to modify for future planning. e. informs all personnel of appropriate courses and educational opportunities available to meet individual needs.	

COMPETENCY CATEGORY: Financial management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to maintain required records accurately, prepare budget requests, and manage a budget.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) prepare and justify the learning resources program budget for the implementation of the total program.	(1) a. determines budgetary needs to operate and maintain the total learning resources program. b. identifies major budget categories to reflect the needs of the coming fiscal year. c. applies program accountability in the development of the budget to support the program. d. consults with department heads and faculty for specific budgetary needs to support the program. e. consults with personnel for specific budgetary needs to support the program. f. develops the budget in perspective with the realities of the total school district budget. g. incorporates allocated external funds in the development of the budget.	

COMPETENCY CATEGORY: Financial management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to maintain required records accurately, prepare budget requests, and manage a budget.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (1) h. establishes budget priorities to support the objectives of the total program. i. discusses and justifies proposed budget for the media program with the designated administrative authorities to assure administrative understanding and support. j. modifies proposed budget for the program when necessary. k. follows district forms and procedures for the written presentation of budget requests to coincide with district practice. l. forwards completed budget form requests to the Board of Education and other designated administrative authorities to assure understanding and support. m. forwards completed budget form requests to the designated administrative authorities to coincide with district practice.	

COMPETENCY CATEGORY: Financial management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to maintain required records accurately, prepare budget requests, and manage a budget.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(2) administer the learning resources budget for the implementation of the total program.	(2) a. recommends procedures and follows district procedures for accountability in the expenditure of program funds. b. discusses adopted budget with personnel to keep them informed of available budget. c. discusses allocated budget with appropriate department heads and faculty to inform them of available budget.	
	d. authorizes the transfer of budgetary items within the budget to maintain budgetary control. e. establishes expenditure deadlines consistent with and approved by district authorities to maintain budgetary control. f. reviews monthly financial statements from the business office to assure accurate record of expenditures.	

COMPETENCY CATEGORY: Financial management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to maintain required records accurately, prepare budget requests, and manage a budget.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (2) g. relays budget problems to the designated authorities to assure proper expenditure of funds. h. authorizes budget expenditures to maintain budgetary control. i. maintains financial records to validate budget expenditures. j. prepares periodic budget reports to inform designated authorities of budget status. k. provides budget information to assist the auditor upon request. l. maintains financial records such as payment for lost material to assure deposit in appropriate budget category. m. analyzes budget reports and data to aid in decisions for future budget development.	

COMPETENCY CATEGORY: Financial management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to maintain required records accurately, prepare budget requests, and manage a budget.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(3) prepare and administer the budget for resources and equipment as a part of special projects funded by private local, state, or federal monies.	(3) a. cooperates with proposal writers to identify the budgetary needs for media and equipment. b. compares bids and proposals submitted by contractors. c. administers the budget to assure the proper control of the proposal expenditures. d. prepares financial reports for transmittal to the designated administrative authorities.	

COMPETENCY CATEGORY: Community Relations

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to conduct or participate in citizen meetings, assess community needs relative to the specific program, develop programs for the community, and promote positive school-community relationships.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) conduct or participate in citizen meetings maintaining an objective attitude in responding to concerns.	(1) a. follows policies and procedures for the processing of challenges and complaints. b. processes complaints and objections through established channels. c. plans with appropriate people for maximum audience participation and meeting control. d. responds to inquiries from community members.	
(2) assess community needs relative to the total learning resources program.	(2) encourages library/media coordinators to communicate with a variety of groups to determine needs that can be met by the learning resources center.	

COMPETENCY CATEGORY: Community Relations

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to conduct or participate in citizen meetings, assess community needs relative to the specific program, develop programs for the community, and promote positive school-community relationships.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(3) develop strategies for promoting positive school community relationships.	(3) a. applies communication and public relations techniques to convey the philosophy and goals of the program. b. establishes and administers procedures for the systematic dissemination of information about the program.	

COMPETENCY CATEGORY: Program development and management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to set goals and objectives relative to the specific program; delegate responsibility; stimulate subordinates to perform; involve those with expertise and interest in development of goals, objectives, and program.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) apply the principles of management in the development and operation of the program.	(1) a. works through the channels and structure of the school and districts administration to maintain open communication. b. relates the functions and goals of the program to support the instructional program of the school. c. relates the management functions to accepted standards of performance. d. applies systems analysis to the development and operation of the program. e. develops a structural framework for the application of management principles. f. maintains flexibility of management to expedite the program.	

COMPETENCY CATEGORY: Program development and management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to set goals and objectives relative to the specific program; delegate responsibility; stimulate subordinates to perform; involve those with expertise and interest in development of goals, objectives, and program.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(2) provide leadership for the development and administration of the program.	(2) a. plans and administers the operation of the total learning resources program of all schools. b. assists library/media coordinators in identifying problems which affect the development of library/media use. c. consults professional literature and other professionals to assist in the solution of problems. d. delegates responsibility when appropriate.	
(4) design, develop, and write for the acquisition of local, state, and federal funds to support and extend the program.	(4) a. recommends supplemental projects for outside funding support for the program. b. meets with members of the educational team to delineate the content of proposals to be developed.	

COMPETENCY CATEGORY: Program development and management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to set goals and objectives relative to the specific program; delegate responsibility; stimulate subordinates to perform; involve those with expertise and interest in development of goals, objectives, and program.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (4) c. writes proposals according to established procedures required by special funding agencies. d. reviews tentative proposals with members of the educational team for refinement and modification. e. prepares proposals in final format. f. presents proposals to the designated school and district authorities for final local approval and endorsement. g. submits proposals to funding agencies for approval and endorsement. h. meets with external funding personnel as required. i. assists school and district personnel in the development of proposals with reference to program support.	

COMPETENCY CATEGORY: Program development and management

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to set goals and objectives relative to the specific program; delegate responsibility; stimulate subordinates to perform; involve those with expertise and interest in development of goals, objectives, and program.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
	(4) j. implements objectives of funded proposals as they contribute to the support and extension of the program.	
(5) identify and locate research sources and products for users of the learning resources program.	(5) a. identifies people and sources of information to assist in meeting specified research needs. b. utilizes communication networds to locate and retrieve research. c. demonstrates the ability to analyze and apply the findings of a variety of research findings upon request. d. communicates educational research findings to appropriate members of the educational team.	

COMPETENCY CATEGORY: Staff development

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate can design and conduct in-service and continuing education experiences for personnel in the specific field of specialization.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) design and conduct inservice programs.	(1) a. uses observations of staff and/or discussions with staff as one means of determining inservice needs. b. maintains lists of persons who provide specific expertise. c. makes arrangements for appropriate resources. d. follows established guidelines in planning, executing and evaluating inservice.	
(2) design schedules which allow for continuing education experiences for staff.	(2) a. maintains up-to-date collection of university catalogs and schedules. b. distributes information about continuing educational opportunities to staff. c. provides universities with input in regard to training needs.	

COMPETENCY CATEGORY: Staff development

LEVEL: Initial

PERFORMANCE CRITERIA: The candidate can design and conduct in-service and continuing education experiences for personnel in the specific field of specialization.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (2) d. encourages staff to grow and improve skills through attendance at professional meetings, inservice programs, and classes.	

CONTINUING LEVEL COMPETENCIES

COMPETENCY CRITERIA: Staff development and supervision

LEVEL: Continuing

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to initiate, develop, and present instructional and informational programs for staff, board members, and parents and to supervise and evaluate personnel who report directly to him or her.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) demonstrate the ability to apply a system for the attainment of media program objectives.	(1) a. analyze and evaluate the current media program to determine its present contribution to the instructional program. b. applies the results of past program experiences to the development of the media program. c. identifies the population characteristics and needs.	
(2) provide informal and formal media center staff development opportunities which will provide educational experiences and opportunities to increase staff contributions to the media program.	(2) a. conducts periodic staff meetings to discuss media center policies and procedures, conduct departmental business and exchange information. b. informs staff of rights and responsibilities.	

COMPETENCY CATEGORY: Staff development and supervision

LEVEL: Continuing

PERFORMANCE CRITERIA: The candidate has the knowledge and skill to initiate, develop, and present instructional and informational programs for staff, board members, and parents and to supervise and evaluate personnel who report directly to him or her.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(3) analyze findings to plan for the future development of media program.	(3) a. communicates the findings to members of the educational planning team as a basis for discussion. b. develops the anticipated short-range and long-range planning essential to the future development of the media program. c. apply appropriate research findings to plans for future development of the media program. d. analyze other media center programs for information pertinent to the development of the media program.	

COMPETENCY CATEGORY: Professional development and scholarship

LEVEL: Continuing

PERFORMANCE CRITERIA: The candidate has depth of knowledge and demonstrates a wider range of skills which enable him/her to be increasingly more effective in his/her subject matter field of specialization; participates in continuing education and professional development activities; contributes to the preparation of others who are entering the field; and recognizes his/her own limitations and strengths.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) respond to state and federal legislation to improve media programs.	(1) a. is articulate in regard to bills being introduced which affect media programs. b. follows bills and communicates appropriately with legislators.	
(2) supervise fieldwork students from training programs to foster the improvement of the profession.	(2) a. recognizes the need for internships in the field. b. gives interns necessary experiences while providing adequate professional guidance.	
(3) engage in personal research and/or publication to foster professional growth.	(3) a. identifies areas of need. b. determines appropriate methods for systematically studying needs.	

COMPETENCY CATEGORY: Professional development and scholarship

LEVEL: Continuing

PERFORMANCE CRITERIA: The candidate has depth of knowledge and demonstrates a wider range of skills which enable him/her to be increasingly more effective in his/her subject matter field of specialization; participates in continuing education and professional development activities; contributes to the preparation of others who are entering the field; and recognizes his/her own limitations and strengths.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (3) c. applies appropriate evaluative criteria to research efforts. d. shares findings through state and national newsletters or periodicals.	

COMPETENCY CATEGORY: Research and evaluation

LEVEL: Continuing

PERFORMANCE CRITERIA: The candidate has the knowledge of research/evaluation techniques and skill to read and interpret research related to his or her field; to design and implement evaluation strategies; to use results of research and/or evaluation to improve programs.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) apply the principles of research for the development and advancement of the media program.	(1) a. identifies the need for research studies in specific aspects of the media program. b. consults with media center staff, faculty and school administrators to plan research studies of the media program. c. identifies and recommends ways research studies should be used to improve the media program. d. participates in research activities that diagnose, assess, and evaluate learning environments and media support systems to improve the media program.	
(2) determine the need for conducting research activities to support the goals of the media program.	(2) a. locate existing research for application to specified research needs of the media program.	

COMPETENCY CATEGORY: Research and evaluation

LEVEL: Continuing

PERFORMANCE CRITERIA:

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
	(2) b. interprets findings of existing research literature for application to specified research needs. c. identifies and justify research needs within the school media field based upon observations and analysis of research literature. d. participates with members of educational research teams to identify appropriate research methods and designs for specified research studies.	
(3) design and identify research study for the development and advancement of the media program.	(3) designs and develops special surveys and questionnaires related to the media program.	
(4) Gather data for identified research related to the media program.	(4) a. initiates and monitors studies of user services through a variety of methods.	

COMPETENCY CATEGORY: Research and evalution

LEVEL: Continuing

PERFORMANCE CRITERIA:

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
	(4) b. implements evaluative procedures involving collection of simple statistical data to determine needs, trends, and use of center equipment and services. c. organizes information received in education surveys.	
(5) apply the specified research findings for the improvement of the media program.	(5) a. writes a report to describe the findings and implications. b. discusses report findings with appropriate media center staff, faculty and school administrators. c. presents final report of study to appropriate personnel for administrative action. d. implements approved procedures to expedite change.	

COMPETENCY CATEGORY: Research and evaluation

LEVEL: Continuing

PERFORMANCE CRITERIA:

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate... (5) e. monitors and conducts periodic progress reviews of the implemented changes. f. shares results of follow-up studies.	

COMPETENCY CATEGORY: Referral agencies and resource personnel

LEVEL: Continuing

PERFORMANCE CRITERIA: The candidate has knowledge of personnel and agencies inside and outside the educational setting which may assist the teacher, pupils, and/or parents.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) use library networks.	(1) provides information and training to building personnel regarding use of networks outside of district facilities.	
(2) use computer terminals.	(2) provides opportunities for training on computer programming and information retrieval.	

COMPETENCY CATEGORY: Knowledge of alternate grade level

LEVEL: Continuing

PERFORMANCE CRITERIA: The candidate has knowledge about organizational patterns, special strategies, curriculum, materials, growth and development, and staff and student personnel management essential to a school building/unit at the alternate grade level from that for which his/her initial certificate may have been endorsed.

COMPETENCIES Knowledge, Skills, and Attitudes	ASSESSED BEHAVIORS LEADING TO COMPETENCIES	COURSES & FIELD EXPER.
The candidate can...	The candidate...	
(1) work across grade and curriculum lines with colleagues.	(1) a. demonstrates background in each curriculum area. b. maintains systems to insure objective support of curricular areas as opposed to support of personal favorites. c rotates emphasis, when necessary, insuring adequate coverage of all areas.	
(2) demonstrates knowledge of human growth and development including Piaget's developmental stages of childhood and Eric Eriksen's Development Stages of Man.	(2) a. brings knowledge of human growth and development to discussion of appropriate learning tasks and materials for each age group. b. acknowledges areas of weaknesses and demonstrates ability to consult appropriate sources of information.	

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